

ARTS & HUMANITIES NEWS



KENTUCKY DEPARTMENT OF EDUCATION

Funding Arts Programs Survey Results



In January, 2012, arts teachers were requested to respond to an informal survey inquiring about how arts programs are fund-

ed in their school. Questions asked concerned some basic, non-identifying demographics including grade level, type of school, arts discipline taught and educational co-op region. Funding questions requested

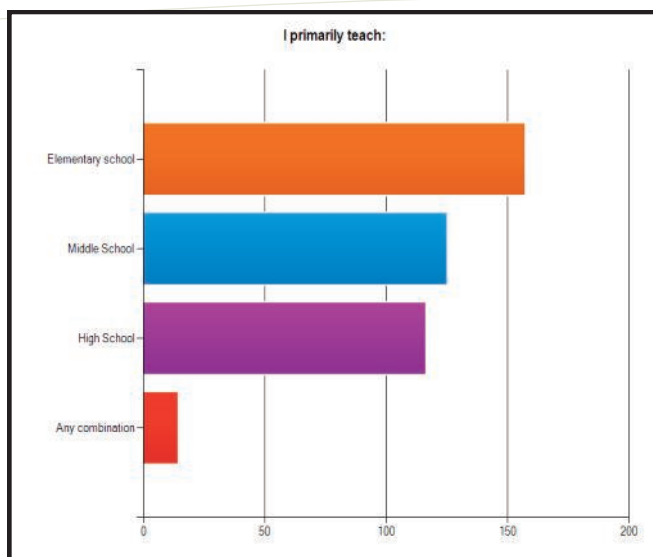
information about school fees, booster club and fund-raising activities, donations to the program and personal out-of-pocket expenses incurred by teachers.

Demographics

In all, 360 arts teachers responded through out January across the four disciplines of dance, drama, music

and visual art, including those who report teaching more than one discipline.

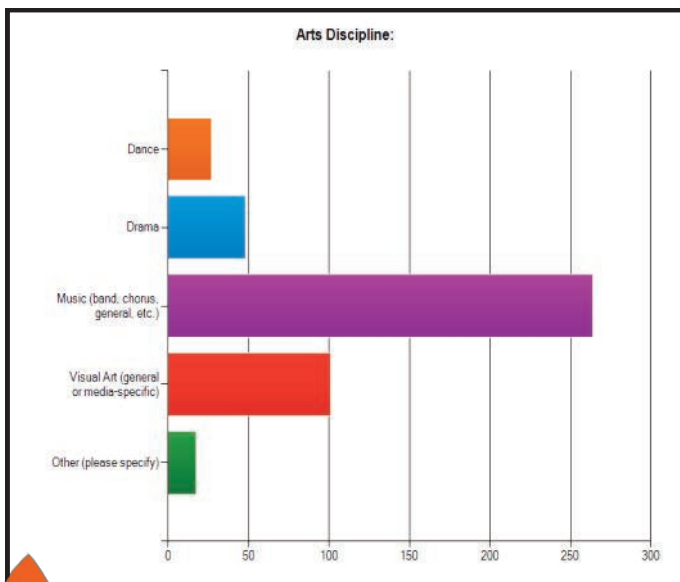
The majority of the respondents were elementary teachers, followed by middle school and high school. A few respondents reported teaching at multiple grade levels. Further, a



majority of the respondents reported teaching in rural schools, followed by suburban and then urban school settings.

Arts teachers identified the various educational co-op regions in which they taught. The majority reported that their school did not belong to an educational co-op; though it is possible that the respondents were not aware if their district belonged to a co-op or not. The survey does show a wide geographical response.

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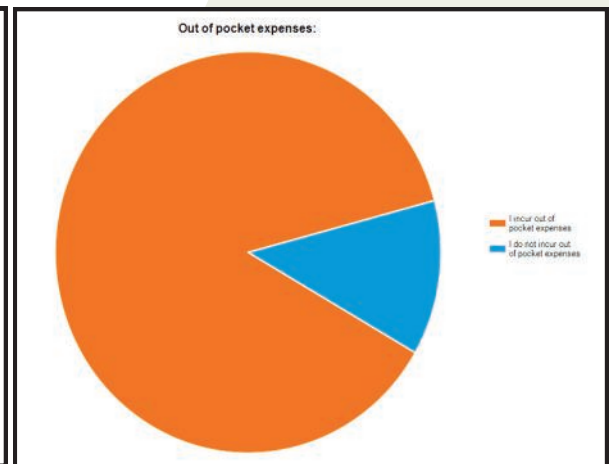
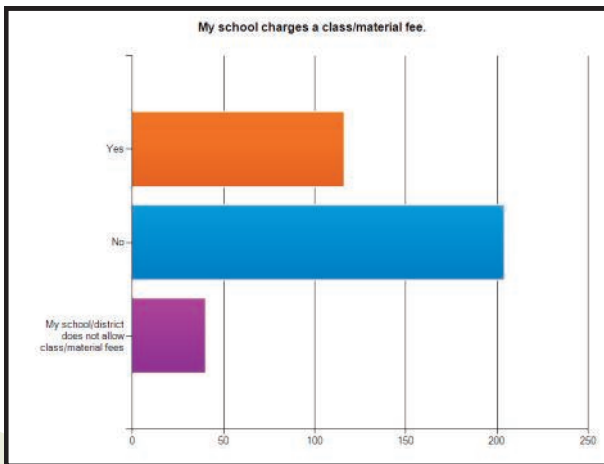
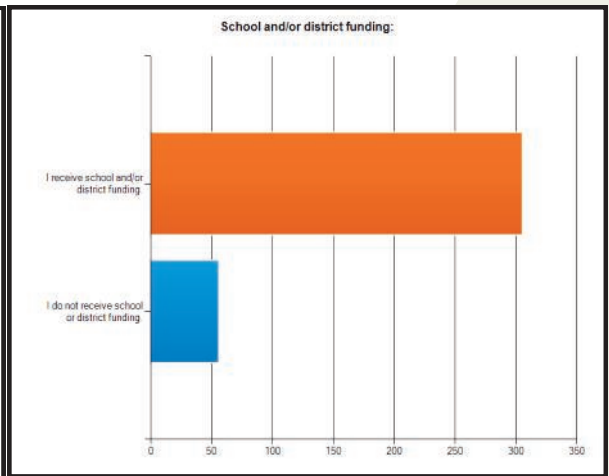
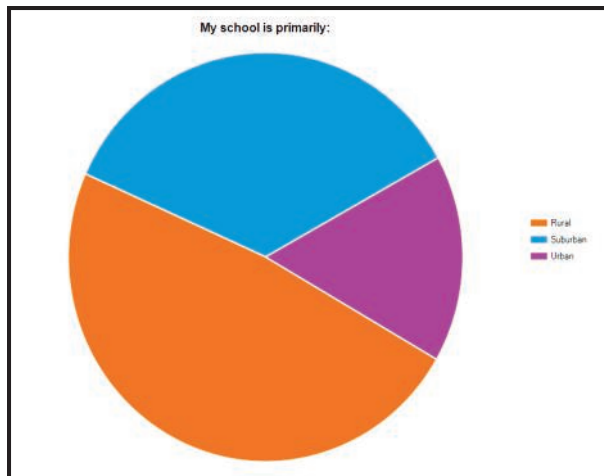
In this issue...

- College Board Research, p. 3
- Program Review Reporting, p. 4
- KMEA Conference, p. 5
- KBE Award, p. 6
- Chinese New Year Celebration, p. 7
- NEA Assessment Information, p. 8
- Creativity Connects Competition, p. 8
- Berea Learn Shops, p. 9
- Need to Know News, pp. 10-12

Arts Funding Sources

Funding

The survey identified three sources of funding for arts programs; district or school/SBDM sources, booster club or fundraising sources, grants or donations and teachers personal out-of-pocket expenses. An overwhelming majority of respondents reported receiving funding from the district or school.



The amount of district or school funding was wide ranging, from no district or school financial support to an extreme of \$26,000 per year. The trend was between \$500-\$2,500 per year.

Respondents were evenly split of receiving financial resources from booster clubs or fund raisers or not. Schools utilizing these funding sources reported the extremes of \$100 to \$250,000.

Most respondents indicated that they did not charge a class fee. Those that did reported a range of under \$5 to over \$600 per student. The majority of those using student fee money charge between \$15 and \$30.

Nearly 60% of the respondents reported that they do not utilize outside funding sources for their programs. Those that do receive funding primarily from community donations, then corporate donations and state or federal grant money. The community and corporate donations range from in-kind donations of materials and financially from \$35 to \$20,000. Most receive \$200 to \$500, though 22 respondents reported donations between \$1,000 and \$9,000.

Overwhelmingly, arts teachers report that they spend their own money for several different things. Teachers state that they have spent from \$50 to \$9,000 for

their classes. The majority spend between \$100 and \$500, though nearly 20 respondents have spent \$1,000.

Most out of pocket expenses are classroom supplies and decorations along with discipline-specific materials. Professional development, professional dues and conferences are also primary reasons for spending out of pocket. Costumes, props, scripts, audition fees, transportation, guest speakers, student rewards, as well as books, CDs and DVDs, recorded music, computer software and other resources are further examples of items teachers purchase for the benefit of their students.

College Board Releases Two Research Reports to Support Next Generation of National Standards for Arts Education

The College Board, in partnership with the National Coalition for Core Arts Standards (NCCAS), has released two new research reports designed to support the revision of the National Arts Education Standards.



The College Board, an NCCAS partner, has now conducted five research projects for the coalition's Next Generation Arts Standards Project. NCCAS is committed to developing a next generation of voluntary, researched-based arts education standards that will build on the foundation created by the 1994 document (and the 2005 Standards for Learning and Teaching Dance in the Arts), support the 21st-century needs of students and teachers, help ensure that all students are college and career ready, and affirm the place of arts education in a balanced core curriculum.

A Review of Selected State Arts Standards examines the recently revised arts education standards (in dance, music, theatre, and visual arts) of eight states and districts; reviews media arts standards in four states or districts; and analyzes possible links between the new National Arts Education Standards and the Common Core State Standards in English Language Arts (EL/A) and Math.

Child Development and Arts Education: A review of Current Research and Best Practices is a literature review that analyzes research linking arts-based learning and human develop-

ment, including physical and cognitive growth and academic skills such as long-term memory, reading, creative thinking, and writing fluency. The study also includes research on the social and emotional impact of arts participation.

A Review of Selected State Arts Standards looks at the revised arts standards of seven states and one district in the United States: Colorado, Florida, Michigan, New Jersey, New York City (which also included the discipline area of "moving image"), North Carolina, Tennessee and Washington. All of the states surveyed have revised their arts standards within the last four years. The researchers sought to identify, compare, and contrast the organizational structure of each state's standards, and the guiding philosophies or ideas that were most influential in shaping their overall content and standards.

The second part of the report focuses on the relatively new arts form of media arts, offering definitions, examples of best practice and standards structure and organization in four states/districts: Los Angeles Unified School District, Minnesota, New York City and South Carolina. Among other things, the media

arts review addresses how each state/district defines its standards regarding artistic perception/process, literacy, technology and interdisciplinary learning.

The last part of the study, created by the College Board's office of Standards and Curriculum Alignment, highlight portions of the Common Core State Standards in E/LA and Math that may provide natural connections to arts-based standards and practices. The report was prepared by Christine Cassidy and Amy Charleroy, The College Board, New York along with Mark Dzula and Ardina Greco, Teachers College, Columbia University, New York.

Child Development and Arts Education is divided into four literature reviews that address the arts disciplines of dance, music, theatre, and visual arts. The reviews are further divided by the grade bands of early childhood, elementary, middle, high school, and college; each of which includes information on both general and discipline-specific developmental characteristics of students. The report also features a series of specific pedagogical practices that address social, emotional, and/or cognitive needs and abilities of students in each discipline and grade band. The report was prepared by College Board researcher Amy Charleroy; Jo A.G. Frederiksen, Teachers College, Columbia University, New York; Amy Jensen, Ph.D,

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Research Supports National Standards for Arts Education

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Brigham Young University, Salt Lake City; Stacey McKenna, Ed.D, Maryland Institute College of Art, Baltimore; and Alison Thomas, Ph.D, 92nd Street Y School of Music, New York.

"It is clear from the research we conducted in support of the Next Generation Arts Standards Project that learning through the arts provides the type of emotional, creative and expressive development that students can benefit from throughout their lives. If we as a nation are serious about building a road to success for every student we must include the arts in curricular planning from the elementary through college levels."

~~Dr. Nancy Rubino, College Board

To find out more about the College Board's education initiatives go to <http://advocacy.collegeboard.org/preparation-access/arts-core>

Dr. Nancy Rubino, Senior Director in the College Board's Office of Academic Initiatives, and a member of NCCAS's leadership team, said the *Child Development and Arts Education* study strongly demonstrated the impact of arts participation on student learning and development. "It is clear from the research we conducted in support of the Next Generation Arts Standards Project that learning through the arts provides the type of emotional, creative and expressive development that students can benefit from throughout their

lives. If we as a nation are serious about building a road to success for every student we must include the arts in curricular planning from the elementary through college levels."

Dr. Rubino, along with NCCAS Project Manager Philip E. Shepherd of Kentucky will participated in a panel—"Arts Learning Standards for the 21st Century"—as part of the National Endowment for the Arts forum, Improving Arts Learning through Standards and Assessment, on February 14, 2012 in Washington, D.C. The forum explored opportunities at the federal, state, and local level to implement arts-learning standards, high-quality assessment tools, and professional development in

their use. For more information, go to <http://arts.gov/news/news12/ArtsEd-Roundtable.html>.

NCCAS continues to work towards finalizing the writing strategy for the new arts standards. The coalition most recently met in Reston, Virginia, January 23-24 at the office of the College Board, where the leadership and chairs came to a consensus agreement on an Overarching Framework that will guide the writing of the new standards across all disciplines.

To view the Overarching Framework and all five of the research reports done by the College Board on behalf of NCCAS, visit the coalition's wiki at <http://nccas.wikispaces.com>

Reporting Program Reviews Through ASSIST

The Program Review reporting tool is now available in the Adaptive System of School Improvement Support Tools (ASSIST).

ASSIST support and training resources, including login instructions, are available at www.advanc-ed.org/kde. A technical assistance discussing the login process, Program Review completion and submission and an overview of the Program Review timeline and district review

process is available at the above referenced website. Anyone accessing a school's ASSIST account will need its access code.

In addition to Program Reviews, all Kentucky schools and districts have access to the goal builder and planning component of ASSIST. This online system has been launched by AdvancED in partnership with the Kentucky Department of Education (KDE) in an effort to stream-

line and more effectively support the improvement planning, reporting and monitoring process for Kentucky schools and districts.

Questions regarding ASSIST can be directed to (888)413-3669, Option 4 or email contactus@advanc-ed.org. Content specific questions regarding the program review process should be directed to Rae McEntyre at (502)564-2106, ext. 4104 or rae.mcentyre@education.ky.gov.

KMEA 54th Annual Professional Development Convention

The 54th Annual Professional Development Convention of the Kentucky Music Educators Association (KMEA) was held at the Kentucky International Convention Center (KICC) in Louisville on February 8–11, 2012. Over 925 members registered for this event, plus 345 collegiate student members. Thirteen building and district administrators attended the conference this year at no charge. KMEA's policy is to allow administrators free attendance.

According to KMEA office manager Lisa Surbeck, "We hosted more administrators at this conference than any year in recent memory!" Because the conference runs concurrently with the KMEA all-state bands, orchestras and choirs, numerous chaperones also register for the conference each year. All told, including teachers, teachers-in-training, student participants, and parents attending concerts and other stakeholders, KMEA estimates that this event brought about 6,000 people to the city. Eighty-seven commercial or academic entities populated the exhibit hall in the KICC, a popular destination for conference-goers. According to KMEA Associate Director Melissa

Skaggs, "These days, several factors conspire against the tried-and-true business model of exhibiting at trade conferences. In spite of changing times and a tough economy, we are happy we can continue providing access to a variety of exhibitors for our conference attendees. We brought in military bands, colleges and universities, instrument makers and merchants, sheet music dealers, fundraisers, travel coordinators, uniform manufacturers, and other music education related companies."

According to Joe Stites, professor of tuba and music education at Western Kentucky University is the Immediate Past President of KMEA, "As always, the heart of the conference was the 56 professional development sessions that occurred throughout the event. Topics presented by acclaimed experts in their fields ranged from early childhood music activities to the fine points of teaching proper singing or playing an instrument."

"Another important aspect of our event is the performances of some of the best bands, choirs, and orchestras from across the Commonwealth, selected to play by recorded auditions. Including our all-state groups, thirty-seven performances occurred during our stay in Louisville, which not only provided an educated and critical audience for the student musicians to play for, but offered our teachers examples of best practices in musical performance practices," observed Current President David Dunevant, professor of trombone at



Photos courtesy of KMEA
Members of the Ballard High School, Jefferson County, percussion ensemble perform. Jay Matheney, director.

Northern Kentucky University.

The conference, which historically was held in various cities and venues around the state, settled in downtown Louisville in 1989, making next year's event the twenty-fifth consecutive year in the same location. KMEA Executive Director John Stroube observed, "While everything in life changes and nothing should be taken for granted, KMEA's offering of our conference the same time of year in a consistent location has led to a feeling of stability and confidence by our regular attendees. We look forward to celebrating the silver anniversary of our continuous relationship with Louisville, and we hope to maintaining the size, impact, and relevance of our event to perpetually bolster music education in the state."



Members of the Briarwood Elementary School Choir, Warren County Schools. Andrea Nance, director.

Hunt Receives Joseph Kelly Award, Supports Arts Education

Henry Hunt, chief operating officer for [Dataseam](#), was the recipient of the 12th annual Joseph W. Kelly Award.

The award was presented to Hunt by the Kentucky Board of Education at its regular meeting in Frankfort on February 1, 2012.

“As chief operating officer of Dataseam, Mr. Hunt works diligently to fulfill the company’s mission, which is ‘By using technology as a vehicle to advance the commercialization of research, promote ongoing education statewide, and provide next-generation economic opportunity, Dataseam helps provide a brighter future for all Kentuckians,’” said Kentucky Board of Education Chair David Karem. “Since its inception in 2004, Dataseam has placed over 15,000 computers in 48 school districts across the state. The computers are linked throughout the state on the Dataseam Grid and allow students and teachers to blog, share ideas and resources and create online video galleries of their work on the Dataseam Champions in the Classroom site. Additionally, researchers located at the University of Louisville’s James Graham Brown Cancer Center utilize the computers to process research data collected from the sites, forward research and commercialize ideas.”

Hunt was nominated by Carrie Nath, executive director of the Governor’s School for the Arts. “Henry Hunt exemplifies the Kelly Award’s purpose of recog-

nizing business leaders who enhance the educational opportunities for children on the school, community and state levels,” she said.

Hunt was cited for a number of contributions to education:

- He established Dataseam Scholar programs at Morehead State University and the University of Louisville to provide an opportunity for Kentucky to reduce the “brain drain.”
- He has established programming in teacher professional development to develop the skills needed for digital learning practices; the Visiting Professional Program that places university professors in participating school districts; and the National Institute of Health Supplemental Science Curriculum teacher kits that provide supplemental science curriculum benchmarked to Kentucky standards.
- In 2011, Hunt joined with the Governor’s School for the Arts to create the Dataseam Scholars Program and donated 15 state-of-the-art iMac computers to Governor’s School for the Arts to



Photo by Amy Wallot

Henry Hunt, center, receives the Joseph Kelly Award from the Kentucky Board of Education Feb. 1, 2012 in Frankfort, Ky. Also pictured are Joseph Kelly, left, and KBE chairman David Karem.

use in the New Media classroom. For the first time in the program’s history, the students and faculty were able to work on a consistent system.

The Joseph W. Kelly Award was created in honor of Joseph W. Kelly, a respected businessman and chair of the Kentucky Board of Education from 1991 to 1998. Kelly’s efforts and expertise were crucial to the implementation and nurturing of Kentucky’s school improvement efforts.

The annual award is given by the Kentucky Board of Education to businesspeople who have offered outstanding leadership and service toward promoting school improvement and equitable educational opportunities for all Kentucky children.

Board members Dorie Combs, Brigitte Ramsey and Bill Twyman served as the selection committee for the award this year.

WL/Arts Academy Experience Leads Classroom Learning



Chinese New Year has been a part of the library curriculum at Estill County School's South Irvine P-K Center for many years. Students have enjoyed books on the topic and experienced eating plain white rice with chopsticks and an occasional Fortune Cookie.

Library and Media Specialist Amy Noland-Hughes adopted a son from China in 2008 and has since added a little more each year to the school's celebration of Chinese New Year with things brought from China.

During the summer of 2011, two experiences changed the celebration. First, Hughes was selected to attend the Next Generation Arts and World Language Academy held at Bowen Elementary School in Jefferson County. The second was a re-

turn trip to China on a cultural heritage tour sponsored by the Chinese government.

For Hughes, the two experiences complemented each other as many of the activities were the similar. At the Kentucky Arts Academy, participants were placed in groups focusing on either the Spanish or Chinese language, arts and culture. The itinerary of the two week Cultural Heritage Tour was very similar to as participants studied dance, painting and language. The kindergarten students of the South Irvine Pre-K Center learned and performed a Ribbon Dance for the dance component



South Irvine Pre-K Center kindergarten students perform a Chinese Ribbon Dance for fellow students in celebration of Chinese New Year.

of the Chinese New Year, Year of the Dragon, celebration. The art component was Chinese writing, utilizing the techniques and skills she learned at the Crane House in Louisville. According to Hughes, the students were highly engaged in the work.

For the music component, the students learned to sing a Chinese New Year song. Students also viewed a video clip of the drummers from the opening of the Beijing Olympics along with a video clip of a quartet using traditional Chinese instruments, including the Pipa, which was also demonstrated at the Academy.

The students viewed Walt Disney's *Mulan* which many students had never seen. The viewing was accompanied by a food tasting of rice eaten with chopsticks and fortune cookies.



Photos courtesy of South Irvine Pre-K Center
South Irvine Pre-K Library Media Specialist Amy Noland-Hughes leads her kindergarten students in a Chinese Ribbon Dance in celebration of Chinese New Year.

NEA Assessment and Evaluation in the Arts Information Available

The National Endowment for the Arts (NEA) hosted a webcast, *Improving Arts Learning through Standards & Assessment: A National Endowment for the Arts Research Roundtable*, on February 14, 2012. The webcast was recorded and archived at arts.gov and is available for viewing on the [Research/Convenings page](#).

As the field of educational assessment advances, and as alternatives to standardized tests emerge, the tools used to evaluate student learning, such as portfolio reviews, are beginning to gain greater currency. Given this development, it is even more important to examine arts educational standards and assessment tools to ensure that arts learning can become a vital force for enhancing 21st-century skills. This is the first time that



National Endowment for the Arts

the NEA explored a comprehensive look at this issue via the roundtable, webcast, and new research report, [Improving the Assessment of Student Learning in the Arts: State of the Field and Recommendations](#).

Commissioned by the NEA from the evaluation firm WestEd, this national research report describes the current state of arts learning assessment tools and techniques. It provides a description of the current state of arts assessment from the perspective of two groups of stakeholders: district and school staff as one group, and policy makers, arts organizations and re-

searchers as a second group. That report includes a literature review and an examination of stakeholders' experiences with assessment, common practices, and needs of the field as identified by stakeholders.

The National Endowment for the Arts was established by Congress in 1965 as an independent agency of the federal government. The NEA extends its work through partnerships with state arts agencies, local leaders, other federal agencies, and the philanthropic sector.

Creativity Connects the World: Using Art to Build Global Awareness

This international art exhibition is an opportunity for children to make a statement about what creativity means to them and others around the world.

The visual arts offer a powerful way for students to connect and understand others—and to explore global issues, cultures, perspectives and places.

The [global awareness](#) theme is a great way to integrate the arts across the curriculum—and connect [four global competencies](#) to creative teaching.

Creativity Connects Us is open to K–12 students around the

world. Students create a piece of art and develop a written statement of 50 words or less on "What creativity means to me and others around the world." The artwork and written statement should represent their interpretation and reflections on



the theme of creativity around the world. All artwork and artist statements must be submitted no later than April 16, 2012.

Additionally, one of the 39 finalists will be selected as the Grand Prize winner. That student's family and the submitter's family will each win one Royal Caribbean International® 7-night Caribbean double-occupancy cruise certificates (up to a maximum of 4 people per family). For more on Creativity Connects the World, go to <http://www.crayola.com/theartofchildhood/gallery/index.cfm>.

Music Professional Development, Summer 2012

The Berea Festival of Learnshops (FOL) will feature a line-up of professional development opportunities on integrating the arts across the curriculum as well as hands-on workshops in Music, Drama, and Visual Arts July 14-28. Some of the sessions are for educators only, while others are also open to the general public. The workshops on music are listed below.

Teachers can take one three-hour session or attend for several days and select from a menu of opportunities. There are classes from beginning to advanced. When you are not participating in workshops, attendees can explore Berea's studios and galleries. Free evening events are being planned (an outdoor concert, a community dance, an evening of poetry, etc.). Participants who wish to stay over may wish to take advantage of discounted rates offered by three Berea motels.

The Festival of Learnshops also offers several creative learning experiences for anyone who wants to come along with you. They can join you in one of the workshops that are also open to the general public or take something on their own. For the complete list, go to www.berea.com. If you want to attend with other teachers, there are lots of sessions on Visual Art and Drama.

The Berea Arts Council will have Treasure the Arts Camp for kids 8-12 years old every day. Chil-

dren can be registered for one day or two weeks. For more information, call (859) 985-9317.



Music Specifically for Educators

- [Planet Drum: the Heartbeat of Culture. The Pulse of Empowerment.](#)
- [I Sing the Body Electric, Scientific, and Historic. Bring Your Content to Life Through Songwriting.](#)
- [Creative Technology Projects for Next Generation Learners](#)

Music for Educators and General Public

- [Dulcimer Learnshop for Novices](#)
- [Dulcimer Learnshop for Intermediate](#)
- [Dulcimer Learnshop – Beyond Intermediate](#)
- [Clawhammer and Old Time Banjo – Beginners](#)
- [Clawhammer and Old Time Banjo – Intermediate](#)
- [Song Writing for Social Justice: Beginners](#)

[Song Writing for Social Justice: Intermediate](#)

- [Songwriting to Heal the Soul for Beginning Songwriters](#)
- [Songwriting to Heal the Soul for Intermediate and Advanced Songwriters](#)
- [Prompting A Song – A Songwriter's Circle for Song Ideas & Feedback](#)

Music and Visual Arts

- [West African Arts and Musical Instruments in your Classroom](#)

To learn more about the sessions, click on the links above or go to www.berea.com. Please register on-line if you are paying for the workshops(s) out of pocket. If paying with a purchase order, Kerri Hensley at (859)986-0964 or at kerri@bera.com. You may wish to register early as some classes will accept only three to five students.

As an added bonus, if you are a teacher in Eastern Kentucky University's service region and you attend any of the FOL workshops, you will automatically be eligible to apply for a discounted rate to bring you class for an Arts across the Curriculum tour of working artist studios next fall.



Need to Know News

CIITS



Kentucky's Continuous Instructional Improvement Technology System (CIITS) continues to grow and become a more powerful tool for classroom teachers. It connects and supports the Unbridled Learning work in which we are all engaged. CIITS is an integrated system that brings together implementation of new standards, engaging student learning experiences, assessments for learning, data-driven decision-making and differentiated instruction to meet individual student needs and maximize student learning growth and achievement. This technology platform supports highly-effective teaching and learning for every student, in every classroom throughout Kentucky.

If you haven't delved into CIITS or visited for a while, now is the time. You can access CIITS if you have a valid school e-mail address in Infinite Campus. Go to the CIITS website at <https://ciits.kyschools.us> and follow the prompts to receive your login credentials. Once you log in, there are self-directed training materials and videos on the left side of the homepage to help you get started. Don't wait any longer. Give CIITS a try today!

Kentucky Teacher

The Kentucky Department of Education (KDE) publishes [*Kentucky Teacher*](#) to communicate

Questions about arts education in Kentucky? Contact the KDE Arts and Humanities Consultant
Robert Duncan
(502)564-2106

Robert.duncan@education.ky.gov

directly with the state's 40,000 public school teachers. The stories of this award-winning publication include news, perspectives, and practical, workable ideas for guiding students to higher levels of achievement.

[*Kentucky Teacher*](#) is a professional development tool for teachers. As such, it focuses on the work of highly qualified, successful educators to improve teaching and learning in Kentucky schools.

[*Kentucky Teacher*](#) also focuses on items related to the Department of Education's and Kentucky Board of Education's work including Senate Bill 1, strategic plans and more.

You can read archived issues of the print edition of [*Kentucky Teacher*](#) on the [KDE website](#).

AP Studio Art: Related Works from One Idea

During this interactive, online workshop, participants explore a variety of systematic approaches for identifying a topic and developing a body of related works from one idea, concept or theme for the AP Studio Art Portfolio. Each



of the approaches is developmentally sequenced to enable students to experiment and explore ideas for the Concentration section of the portfolio. Participants engage in a series of activities for each level of development of a central concept. The methodology is designed to stimulate individual creative responses while developing the student's voice through the exploration process. Handouts are included.

Date: 3/13/12

Time: 6:30 – 8:30 p.m. ET

Presenter: Patricia Winnard

Information link: <http://professionals.collegeboard.com/prof-dev/online/schedule#studioart>

Registration Link: <https://apps2.collegeboard.com/olrWebApp/meetingDetail.do?meetingID=0761203131>

DOODLE 4 GOOGLE AND WIN!



Ready...Set...Doodle!

Crayola is joining the Doodle 4 Google competition to celebrate kids' creativity in a BIG way! Students in grades K-12 can create their own Google logo for the chance to win some amazing prizes! Finalists will receive a trip to New York City for the announcement of the winner.

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Need to Know News

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The winning doodle will appear on the Crayola 64 Box and Google's homepage! For details on how to enter, go to <http://www.crayola.com/doodle4google/>.

Deadline for entries is March 23, 2012.

Fulbright Scholar Program for 2013-2014 Opens

The Fulbright Scholar Program is offering teaching, research or combination teaching/research awards in over 125 countries for the 2013-2014 academic year. Opportunities are available for college and university faculty and administrators as well as for professionals, artists, journalists, scientists, lawyers, independent scholars and many others. There are awards in 45 specific academic disciplines as well as 167 awards open to all disciplines.

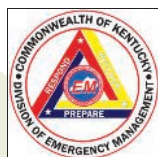
Interested faculty and professionals are encouraged to participate in one of our weekly webinars. Each deals with a topic germane to the 2013-2014 competition, from regional and discipline information to how to fill out an application. The application deadline for most awards is August 1, 2012. U.S. citizenship is required. For more information, visit their website at <http://www.cies.org/>.

SEADAE Seeking Student Work

The State Education Agency Directors of Arts Education will



begin a gallery of changing images of student artwork on their website. Please send images of student work, students in action or arts teachers in the classroom, including dance, drama, music, and visual arts to KDE Arts and Humanities Consultant Robert Duncan, robert.duncan@education.ky.gov to be forwarded to SEADAE for consideration. Make certain that all of the proper photo releases and permissions are in place and you have full rights to the image. Photos must be of high quality and resolution and show the great things that are happening in Kentucky schools on a daily basis. Out of focus, poorly lit low quality photos will not be considered for forwarding to SEADAE. Photos are subject to cropping and other minor edits that will not compromise the overall composition.



Kentucky Emergency Management Poster Contest

As part of the Earthquake Awareness & "Great ShakeOut" unit, the Kentucky Division of Emergency Management (KYEM) would like to announce a statewide poster contest for grades 3-5.

Each grade-level winner of the contest will receive an eReader and have a digital photograph of their poster displayed online at KYEM's website.

Participants who enter must follow the [2012 Earthquake Poster Contest Guidelines](#) (PDF-434KB) and submit a digital

photograph of the poster to their teacher by the deadline date of **Friday, March 16th, 2012.**

Teachers must submit posters to **KYEM by March 30, 2012.** Schools are encouraged to print copies of the announcement and distribute them to the students as well as displaying them in the classrooms.

Go to the [KyEM website](#) to view the 2011 winners along with all entries.

Student Wins VSA Scholarship



VSA photo scholarship for

Marlana Van Hoose of Denver, Kentucky is this year's recipient of the Ginny Miller Award of Excellence, a \$500

professional development through the VSA Kentucky Young Soloist Program. She is now eligible for the 2012 VSA International Young Soloists Award through the Kennedy Center for Performing Arts.

Van Hoose, 16, lives with her family in Johnson County. She sings and plays keyboard and has performed at churches, social events and has sung with The Lexington Philharmonic Orchestra. This is her second year on the All-State choir. She has also opened for Karen Peck, the Kingsman Quartet, the Crab Family and sings with the Kentucky Opry at the Mountain Arts Center in Prestonsburg.

Need to Know News

LBL Education Grants

Land Between the Lakes has grants available to help school teachers pay for class field trips. The grants may be used by any public school within 100 miles of LBL, in Kentucky and Tennessee. They help cover the cost of transportation, facility admissions, program costs and dorm rentals. The grants apply during the 2012-2013 school year and the deadline for schools to apply is April 30, 2012.

LBL programs are designed to support the Kentucky and Tennessee State K-12 curriculum guidelines for science, social studies, and arts and humanities. For more information about LBL's Educational Field Trip Grant, teachers can visit <http://www.friendsofbl.org> and click on Education Resources or call (270)924-2038. Results will be posted by June 30, 2012.

NGA Teacher Institute on French Impressionism and Post-Impressionism

This six-day seminar for K-12 educators will be held in Washington, DC at the National Gallery of Art (NGA). Participants will spend time exploring art works from the NGA collections and working with art experts and other educators to gain ideas for your classroom. Sessions will integrate art, social history, language arts, and learning theory.

There are two sessions to choose from, July 16-21 and July 30-August 4.

Thanks to a program estab-

lished by the late Sara Shallenberger (Sally) Brown of Louisville, there are special fellowships available for Kentucky teachers. Each KY educator that is accepted receives a \$2,000 stipend for participating.

The application deadline is March 15; to find out more and to apply visit <http://www.nga.gov/education/teacinst.htm>



'Capture the Earth' Middle School Photography Contest

The Energy and Environment Cabinet is sponsoring its second annual "Capture the Earth" digital photography contest for Kentucky students in grades 6-8. The year's competition centers on this year's theme of "Celebrating Kentucky's Forests," which recognizes the Division of Forestry's centennial celebration. The deadline for entries is April 9, 2012.

For more information, go [2012 "Capture the Earth" Student Photography Contest](#) for complete rules and tips on taking better photographs.



2012 Playwright Discovery Award Call for Scripts

The VSA Playwright Discovery Program invites middle and high school students to take a closer look at the world around them, examine how a disability affects

their lives and the lives of others, and express their views through the art of playwriting.



Young playwrights may write from their own experience, the life of another person, or a fictional character. Scripts can be comedies, dramas, or even musicals--be creative.

Young playwrights with and without disabilities are encouraged to submit a script. Entries may be the work of an individual student or a collaboration by a group of up to five students. Submissions are due April 16, 2012.

The selected playwrights receive a \$1,000 cash award and a trip to Washington, D.C. over Labor Day weekend to participate in workshops and view a reading of their work on stage at the John F. Kennedy Center for the Performing Arts.

To download the 2012 Application Form and submission rules and procedures in PDF format, [click here](#).

VSA Kentucky is a member of the international network of VSA, an Affiliate of the Kennedy Center for the Performing Arts.

Vision for an inclusive society

Strength in shared resources

Artistic expression that unites us all